



St. John Vianney R.C. Primary school
Writing Policy

'Good writing excites me, and makes life worth living.'

Harold Pinter

Aims

We want our children to:

- enjoy writing and find the process creative, enriching and fulfilling;
- be aware of the key features of different genres and text types;
- read widely, recognising good writing, and understand what makes it good;
- use the knowledge and ideas gained from their reading and transfer them to their own work;
- confidently experiment with language and vocabulary in oral and written form;
- write for an audience and for a purpose;
- be inspired to write in response to quality core texts, exciting topics, visitors and events;
- know how to plan and prepare for writing;
- have an excellent knowledge of spelling, punctuation and grammar and apply it in their writing;
- understand how to reflect upon, refine and improve their own work;
- respond to the constructive criticism of others.

Curriculum Content

We teach literacy knowledge and skills specifically from The National Curriculum 2014 English programmes of study.

Comprehensive coverage of the various narrative, non-fiction and poetry genres is ensured by meticulous long term planning. The curriculum is supported by topics in other subjects and special events in school which means that learning is always done in context so children can make meaningful links with the wider curriculum and writing can take place regularly in all subjects.

The National Curriculum Programmes of study for writing are broken down into:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Writing down ideas fluently depends on **effective transcription**: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Spoken language has also been included for consideration in this policy because unless a child can think, then coherently articulate what he or she wants to express, they are unlikely to be capable of writing it in a coherent, ordered fashion.

Writing also depends on fluent, legible and, eventually, speedy handwriting (see Handwriting Policy).

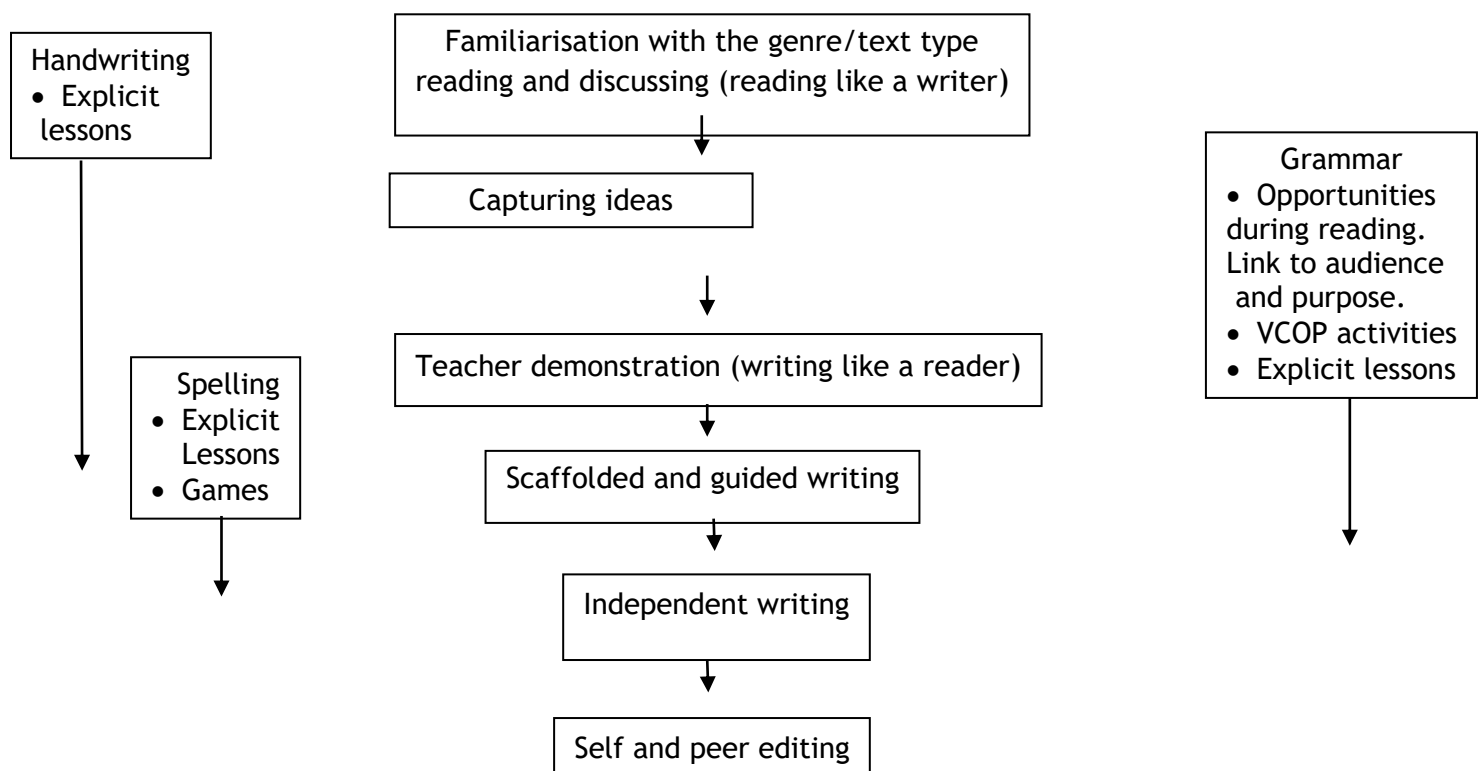
Planning a Teaching Sequence

It is obvious that, in order to be an effective writer, the skills of speaking, listening, reading, understanding and knowledge of vocabulary, spelling and grammar are inextricably linked and the ability to use each is vital. If one element is missing, writing ability will be compromised.

Using a variety of approaches, including 'Talk for Writing' materials, teachers plan a structured sequence of lessons where the children and teachers familiarise themselves with a text type and its features. They then capture ideas for their own writing, followed by scaffolded writing and finally they write independently.

Alongside this, specific handwriting, grammar and spelling lessons are taught, in the context of the topic if possible.

The Teaching Sequence



Reading through to writing

"I have stolen ideas from every book I ever read. My principle is 'Read like a butterfly, write like a bee", and if this story contains any honey, it is entirely because of nectar I found in the work of better writers."

Philip Pullman

The writing process starts with reading. Immersion in a genre by studying good quality core texts not only inspire a child to respond in writing but beautifully illustrate examples of descriptive vocabulary, word choice, clever use of grammar and accurate punctuation. Children are encouraged to 'magpie' or collect these shining examples of language and grammar and re-use them in their own writing.

When reading a text, children can track developments in plot and characters, again 'magpieing' ideas for them to recycle.

Teachers need to model the process of ‘reading like a writer’ to make the author’s intent in choosing to use certain vocabulary, grammar and punctuation types explicit to children.

When these devices are discovered in texts, children are encouraged to see patterns in the way they re-occur and collect together a list of devices which are used in a certain text type. The list can be arranged under VCOP headings and refined and revised as more texts are read. This will be shaped into the success criteria for writing and should form part of the class literacy working wall.

As well as exploring the genre during whole class literacy lessons, other examples should be found during group guided reading sessions.

Writing

A variety of writing methods should be used:

Teacher Modelled

This is a powerful way of showing the children how to write like a reader; verbalising the explicit links between what you have found in the reading of the texts and magpied, and showing the children how to make choices about what to include and how to weave them into their writing.

Scaffolded Writing

The children write using a writing frame which allows the children to become familiar with the structure of the writing being studied and frees them to think of the other elements of writing such as ambitious vocabulary.

Guided Writing

Small groups of children work with an adult to compose or improve a piece of writing.

‘Extended’ Independent Writing

This is the culmination of the whole writing process and the children work on their own, using the features, ideas, vocabulary and grammar they have collected together during the time they have been working with this genre.

Frequency of ‘Extended’ Writing Tasks

Quality writing deserves quality time devoted to it. It is essential that children are given the time to read and absorb the features, ideas, sentence structure and layout of a text type before they begin to write. Therefore, it will not always be possible for a piece of ‘extended’ writing to be done in English lessons on a weekly basis. When this is not the case, a piece will be completed in a Religious Education, Science or foundation subject lesson. This piece may be a different genre to the one being studied in English but will have been taught previously so will be valuable consolidation of previously learnt text types. Children are expected to treat the piece of writing as if it were an English task, and when possible should be given time to plan and edit.

High standards of Literacy throughout the curriculum

In the interests of raising standards and to create good habits and high expectations in children, it makes sense to demand high standards of English in all curriculum subjects.

Therefore, when the children begin to write, they have collected a store of ideas from which to pull. This gives children confidence which breeds success.

Grammar

The POS are very explicit about which vocabulary, grammar and punctuation devices are to be taught in each year group. It is imperative that the teacher exploits every opportunity to find examples of them during both the reading and writing processes as children learn best through working in meaningful contexts.

However, in order to ensure coverage, 1 lesson per week is specifically dedicated to vocabulary, grammar and punctuation. The extra lesson during the first term should ensure that there is time to address identified gaps in the children's knowledge and revisit and consolidate learning from previous year groups.

As far as possible, teachers will plan the grammar so it fits into the genre being studied and use the context of the studied text. However, games and activities should also be used in order to make these sessions engaging and interactive.

Prompts

A bank of words and phrases collected together by the class during the reading and writing process should be made and used by the children when they write in order to give them independence and confidence. This can be put on the literacy working wall or given out to individuals. Individual word banks can be differentiated as appropriate.

The English working wall in each classroom should be referred to during the reading and writing process and information added to it by teacher and children relevant to the genre being studied. In doing this, the children are helping to generate their own success criteria. Children use a working wall most effectively if they have contributed to it and are unlikely to use it to its full potential if they see it as 'wall paper'.

Provision

The Reception classroom must have a well organised writing area that includes a variety of writing materials, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing available for the children to use independently. There should also be a variety of resources for mark making and writing. A listening centre provides opportunity for the children to listen to stories and rhymes, whilst puppets, props and small world should be available for role-play.

Children have access to a computer which has suitable reading and writing software in use and an accessible interactive whiteboard. There are many books available and frequently changed collections of resources to stimulate the imagination, discussion, fine motor skills and the desire to write.

Planning includes opportunities for child and adult-initiated writing in both indoor and outdoor areas.

In the EYFS, there must be a daily whole class phonics session and a regular literacy based session. These should be supported by linked independent and guided activities which are clearly described in planning. Children's adult focussed learning is recorded in the children's general workbook and self-initiated learning is recorded in the children's learning journal.

In Key Stage 1 and Lower Key Stage 2 classes, there is a daily phonics session/phonics catch-up programme for all children in which children are grouped by ability and also a daily English lesson. The children are introduced to each grapheme using the *Letters and Sounds* approach, which should be displayed on the wall and/or table mats for easy access. Each classroom has a working wall that should support learning with models, published examples and key vocabulary. Teachers exploit every writing opportunity across the curriculum and in daily school life which gives children opportunities to use their skills in all areas for different purposes and audiences.

Spelling

All opportunities should be taken to use spellings from the POS and to learn topic specific spellings. Each week there will be a dedicated spelling lesson in each class from Y1 and a spelling test.

Handwriting and Presentation

A neat, clear writing style should be expected at all times.

Marking and Feedback

After each weekly writing activity, the work should be marked using highlighters in KS1: pink - think pink, green - good. In KS2 teachers use this same colour code, but will tick the learning objective to indicate whether a child has fully, partially or not met the objective.

In EYFS the process is introduced at a simple level, over the course of the year as appropriate.

Assessment, Monitoring and Moderation

Children are assessed formally on a regular basis.

Teachers are expected to use AFL strategies in all English lessons which informs their planning.

Moderation takes place regularly which ensures familiarity with the curriculum, knowledge of expectations and a parity of judgement across the school.

Resources

High quality texts and resources are continually purchased to enable meaningful writing experiences.

Use of IT

We enhance children's learning experiences by developing writing across the curriculum. We use technology creatively to allow children to use software from a range of devices to develop their knowledge and understanding of the purpose of digital literacy in their lives. IT is also used to give pupils an interesting and enjoyable writing curriculum.

Computer based work is available to all pupils, in addition to use of tablets and cameras. This is used across the writing process, particularly in the presentation of work where software on laptops and tablets is used to give children a satisfying, high quality outcome from their writing.

Technology is also used as a means of sharing writing with pupils. Teachers make use of Smart Boards and visualisers to immerse children in well written fiction and non-fiction texts. Smart boards and visualisers are also used as a means of allowing children to see and feedback on each other's work, so they become aware of how to make improvements in their writing. Class teachers, parents and pupils will refer to the e-safety policy for guidelines on computer safety.

This policy will be reviewed in March 2022.

Mrs C. Meldrum, Mrs K.Spencer and Mrs W. Duffy
November 2021

Appendix A

Our children are required to have the following **knowledge, skills** and **understanding**;

Development matters in the EYFS - Non-statutory Guidance

Speaking

40-60m

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

Writing

40-60m

Gives meaning to marks they make as they draw, write and paint.

- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

The 2014 National Curriculum Statutory Requirements for writing are as follows;

Y1 pupils should be taught to:

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Transcription

Spelling (see [English Appendix 1](#))

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped,

<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
<p><u>Vocabulary, Grammar and Punctuation</u> develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p><u>Composition</u> write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.

Y2 Pupils should be taught to;	
<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spelling (see English Appendix 1) spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

<p>the listener(s)</p> <ul style="list-style-type: none"> • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, because) and co-ordination (using or, and, but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear

Y3/4 Pupils should be taught to:

<ul style="list-style-type: none"> • <u>Spoken Language</u> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, 	<ul style="list-style-type: none"> • <u>Transcription</u> • Spelling (see English Appendix 1) • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
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<p>hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Y5/6 Pupils should be taught to:

<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spelling (see English Appendix 1) • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused
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<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.
<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Pupils should be taught to: • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

<p>their writing and reading.</p>	<ul style="list-style-type: none"> • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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